DOCUMENT RESUME

ED 318 077 EA 021 073

AUTHOR Richards, William H.; Robinson, Mary E.
TITLE An Examination of Maine's New Certification Support System As It Relates to Administrator Perceptions of Their Effectiveness.
PUB DATE Apr 89
NOTE 37p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, March 26-28, 1989).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; *Administrator Effectiveness; *Certification; Elementary Secondary Education; *Management Development; *Mentors; Needs Assessment; *Pilot Projects; Professional Development; Social Support Groups
IDENTIFIERS *Maine

ABSTRACT

Maine's 1985 Administrator Certification Law crafted new preservice, induction, and professional development expectations keyed to 12 competency areas. Between 1986-1988, three pilot sites were established to assess the efficacy of the competencies and test a new procedure linking renewal to an administrator support system based on three interrelated components (needs assessment, action plan, and mentoring). Maine's conceptual framework for creating the 12 generic competencies is supported by the leadership literature. The state's administrator support system is a collegial assistance model resembling research-based mentor programs for new administrators. This study examines how the support system and its three components influenced administrators' perceptions of their effectiveness in each of the 12 competency areas. The sample consisted of 30 practicing administrators who had participated in 2 of the 3 pilot projects. Since only 16 administrators successfully completed and returned the questionnaire, study results are inconclusive. Most mean scores regressed toward the moderate effect range. The three treatment variables (components) appear to have the highest impact on administrators' perceptions of their effectiveness in supervision and evaluation. Attachments include a sample questionnaire (Appendix A) and various data tables (Appendix B). (11 references) (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318077

AN EXAMINATION OF MAINE'S NEW CERTIFICATION SUPPORT SYSTEM AS IT RELATES TO ADMINISTRATOR PERCEPTIONS OF THEIR EFFECTIVENESS

William H. Richards and Mary E. Robinson
Department of Educational and Cultural Services
Augusta, ME 04333

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary E. Robinson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper prepared for presentation at the New England Educational Research Organization Annual Meeting, April, 1989, Portsmouth, NH. No portion of this paper may be reprinted without the written permission of the authors.

EA 021 073

BEST COPY AVAILABLE

An Examination of Maine's New Certification Support System As It Relates to Administrator Perceptions of their Effectiveness

William H. Richards, Ed.D.
Mary E. Robinson, Ed.D.

I. INTRODUCTION

The Maine Legislature passed, in 1984, a comprehensive Educational Reform Act that called for substantive changes in teacher certification. This new legislation increased academic and professional standards and required the creation of locally-based teacher support systems. Certification reform was not limited to teachers, however. There was a concomitant expectation that certification standards for administrators would be changed as well. In 1985, Legislative Document 1228 was passed, providing not only for increased administrator certification standards but also new procedural requirements for recertification or renewal.

II. HISTORICAL BACKGROUND

Historically, Maine's certification requirements for administrators were relatively weak, especially for principals. According to State Board of Education Chair Carol Wishcamper "...there was concern that traditional certification standards for administrators were loose and initial access to the administrative ranks would be quickly and easily met; and, there was little correlation between attendance in a required course and the development of skills and competencies needed by administrators to perform their jobs (1987, p.1)."

Renewal requirements were even more loosely defined.

Administrators had to complete six credit hours of university coursework or an approved alternate activity. There was minimal qualitative oversight regarding what constituted acceptable coursework. Approved alternative activities received some scrutiny; however, for the most part both approaches were self-determined. Any relationship between improving specific skills was left to chance and up to the discretion of the participating administrator.

There was general consensus, then, in 1985 that the traditional approach to certifying administrators was perhaps efficient, but certainly not effective. It was also believed that a process for skill development based upon a comprehensive planning strategy was essential if Maine school units were going to have administrators who would truly be able to lead school units successfully into the twenty-first century.

A. Certification Law

Legislative Document 1228, An Act to Provide for State Certification of School Administrators, identified twelve competencies as standards for administrator certification. A unique feature of the twelve competencies is that they are generic and apply to all administrator certificates, (e.g., principal, superintendent, vocational director). The list of competencies is as follows:

1. community relations
2. school finance and budget
3. supervision and evaluation of personnel
4. federal and state civil rights and education law

5. organizational training and planning
6. educational leadership
7. educational philosophy and theory
8. effective instruction
9. curriculum development
10. staff development
11. knowledge of the learner and the learning process
12. teaching the exceptional student in the regular classroom.

In addition, both aspiring and practicing administrators must develop with their support systems a formal needs assessment based upon the twelve competency areas, as well as a comprehensive action plan to be completed within a five-year period. The support system concept requires that individuals seeking either initial certification or renewal have a mentoring relationship through a support team. Mentors are typically journeymen administrators who have strong professional backgrounds. Their purpose is to assist certification candidates along a pathway of professional development by cooperatively assessing the candidates strengths and weaknesses, identifying strategies to address areas that need improvement, and generally supporting the candidate throughout the renewal period.

B. The Piloting Period 1986-1988

The Administrator Certification Law of 1985 crafted new pre-professional, induction, and professional development expectations keyed to the twelve competency areas. Because this new approach was experimental and challenged the very fabric of

what traditionally had been accepted, the statutory language was intentionally broad and enabled the creation of pilot projects to design field-based training programs. Essentially, the pilot sites were established to assess the efficacy of the competencies as well as a new procedure of linking renewal to an administrator support system based upon three interrelated components; i.e. needs assessment, action plan, and mentoring. Three pilot sites evolved as a result of the legislation in separate locations around the state. The Kennebec Valley Consortium showed initial interest and began a pilot process in July, 1985. An I-95 Consortium began six months later in January of 1986, and represented administrators from Portland and surrounding communities. The third pilot project evolved in Aroostook County and began in the spring of 1986. Representative from the University of Maine faculty played key roles in all the pilot activities as members of advisory and steering committees, support system members, training consultants and resource providers.

The creation of this radically different approach to certifying administrators required the development of needs assessment procedures, a format for developing action plans, and a process for building mentor relationships between support teams and individual participating administrators. This was not only atypical for Maine but challenged many strongly held beliefs and values with respect to administrator certification; and perhaps more importantly the nature of school administration in Maine relative to change and professional improvement. Notwithstanding,

the pilot site process was generally successful and contributed significantly to the development of administrator certification rules and the implementation of the law.

III. CONCEPTUAL FRAMEWORK

A. Competencies

Estler and Carr (1986) found that Maine's framework for establishing the twelve generic competencies were well represented in the leadership literature. They further identified "a complex web of enabling skills that administrators need to apply in the execution of several broad competency areas," and argued that their data generally supported the validity of the competencies being generic across administrative roles (Estler and Carr, 1986, p. 99). The only qualification was that certain roles required different levels of expertise in each competency.

In a study examining the skills needed by elementary principals, Hughes (1984) found that certain management skills were more effective in facilitating teaching and learning. These skills focused upon the nature of school organizations, community awareness, curriculum development, staff development and evaluation, financial and building management, and public relations. These findings support the notion that there are a set of recognized skills which can enhance the effectiveness of administrators in their professional roles.

A compendium of effective schools literature also focuses upon the importance of certain competencies. Hanny (1987) pointed out that effective principals have expertise in

curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation.

Finally, Nottingham (1985) described three categories of skills - technical, conceptual, and human - that form the basis for the professional expectations of superintendents. A review of Nottingham's (1985) subset skills described in each category reflects closely the twelve competencies found in Maine's administrator certification standards. It is apparent that the literature recognizes certain competencies or skills as endemic to successful administrator performance. The challenge, of course, is how can these skills be woven into a professional development fabric that will assist both aspiring and practicing administrators in their professional development.

B. MENTORING

The literature related to the concept of support system and mentoring in educational settings is limited to a discussion of its potential value in assisting new administrators as they transition into the role of school manager and instructional leader. Daresh (1985) and Nolan (1987) stress the importance of mentoring programs, especially for isolated first year principals who are often left to their own ingenuity to meet the struggles of administering a building on a day to day basis.

Although not limited to new administrators, Maine's support system draws heavily upon a collegial assistance model which is similar to the mentoring programs cited in the literature for new administrators. Pavan (1987) found in a study of mentoring functions for aspiring and incumbent administrators that the

functions of mentoring most desirable were support and encouragement, enhancement of self confidence followed by sponsorship. Interestingly, functions considered least helpful were those related to career information. Klein (1985) supports Pavan's (1987) position, suggesting there is evidence that mentoring relationships improve morale and professional development for new administrators. However, the data is inconclusive with respect to whether mentoring programs improve significantly instructional leadership. This might be because "definitions of instructional leadership are remarkably non-operational in nature, consisting usually of an array of behaviors designed to provide order and conformity in the life of the school as contrasted with specific activities having to do with curriculum and classroom instruction" (Pavan, 1987, p. 10).

The literature is even more incomplete for mentoring programs designed to address the leadership needs of veteran administrators. The assumption that mentoring is of value for all administrators is logical when one considers the nature of school administration. The data, however, is incomplete; thus a considerable amount of additional research is necessary before definitive conclusions can be reached with respect to its value.

IV. RESEARCH QUESTION

Recognizing the unique changes in Maine's administrator certification law, there is a need to determine what effect the support system model and each of the three interrelated components will have upon administrators in their work setting. In Maine, the measure of administrator effectiveness has been

built upon twelve competency areas that are generic to all administrator certificates. The research question for this Works-in-Progress study is to examine how a support system and its three components - needs assessment, action plan, and mentoring impact administrator's perceptions of their effectiveness in each of the twelve competency areas.

METHODOLOGY

A. Sample

The sample included thirty practicing administrators who had participated in two of the three administrative pilot projects established from 1986-1988. Eighteen of the administrator participants were involved in the Kennebec Valley Consortium (KVC), which included both candidates for initial administrator certification as well as administrators seeking renewal of their existing certificates. The primary focus of the KVC Pilot was the development of measurable performance or behavioral indicators across each of the twelve competency areas. The remaining twelve administrator participants were affiliated with the I-95 Consortium Pilot comprised of practicing administrators seeking certification renewal. The major charge of the I-95 pilot was the development of a model administrator action plan to be promoted state-wide following the piloting phase.

The thirty administrators ultimately selected represented the total number of practicing administrators who had completed all three components of the support system process - needs assessment, action plan, and mentoring - during the two year piloting phase.

The sample group contained representatives across all levels of Maine administrator certification, i.e.: superintendents, vocational education directors, special education directors, and secondary and elementary principals. Although categorically representative as a group, the gender distribution, 43.3% female and 56.6% male respectively, is disparate from the gender profile of the 1143 administrators currently employed in Maine, which is 75.6% male (DECS, 1988).

B. Instrumentation

An adapted version of the administrator certification pilot study self assessment instrument was used to gather data regarding administrator's perceptions of their effectiveness on specific tasks related to each of the twelve competency areas. The Support System Effectiveness Questionnaire utilized a likert scale from 3 to 0, with a 3 representing high effect, 2 a moderate effect, 1 a low effect, and 0 no effect (see Appendix A). Participants were instructed to rate the needs assessment experience, development of an action plan, and colleagueship with the mentor components as they related to their perceived effectiveness on every indicator statement within each competency area. The anticipated generation of data would conceivably measure the impact in each of twelve competency areas from four to nine indicators by the three treatment variables.

C. PROCEDURES

On February 15, 1989, all participants were mailed the Support System Effectiveness Questionnaire, a letter soliciting their participation with directions for completing the

questionnaire by March 27, 1989, and a participant verification postcard. Confidentiality was maintained by specifically requesting respondents not to identify themselves on the return questionnaire. During the interim the researchers received two phone calls requesting clarifications of directions. On March 21, 1989, follow-up phone calls were made to every participant who had not returned a signed postcard. At this time, no participant indicated they were unwilling to complete the questionnaire.

D. DATA ANALYSIS

Twenty of the thirty administrators surveyed returned the questionnaire for data analysis. Sixteen participants completed the survey according to the directions supplied in the accompanying letter of explanation. The additional four respondents indicated in written notation that they were unclear with respect to the directions and returned incompleted questionnaires. Due to the confidentiality provision accompanying the survey, the researchers were unable to identify those four participants. Because of the limited number of the respondents in the sample group, the researchers determined that the data would most appropriately be represented in summary mean scores by needs assessment, action plan, and mentorship treatment variables for the twelve competency areas (see Figure 1). Further analysis of data for the purposes of examining the between and within effects of the treatment variables upon each competency area was deemed inappropriate at this time, due to the limited sample and the inconclusive nature of the data.

FIGURE 1

Mean Scores by Treatment Variable of the Twelve Competency Areas

Mean Score = $\overline{X}$ N = 16	TREATMENT VARIABLE		
COMPETENCY AREA	Needs Assessment	Action Plan	Mentor
Community Relations	1.81	1.84	1.47
School Finance	1.26	1.43	1.61
Supervision & Evaluation	2.06	2.22	1.93
Federal/State Law	1.35	1.47	1.29
Organizational Theory	1.55	1.58	1.63
Educational Leadership	1.81	1.74	1.87
Educational Philosophy/Theory	1.47	1.71	1.66
Effective Instruction	1.96	1.99	1.90
Curriculum	1.62	1.69	1.62
Staff Development	1.74	1.81	1.75
Exceptionality	1.51	1.44	.99
Knowledge of the Learning Process	1.63	1.59	1.55

IV. PRELIMINARY FINDINGS AND DISCUSSION

The results of this Works-In-Progress study are inconclusive, at best, because of the limited number of respondents. Additionally, administration of this study suggests that improvements can be made in the methodology and instrumentation. There is value, however, in comparing mean scores by each treatment variable for possible trends that may guide the design of a statewide study next year and further research questions.

An initial analysis of the data clearly points out that most mean scores regressed toward the moderate effect range. This is understandable considering the size of the sample population, and because the support system concept with its three components are new administrator certification activities (see Appendix B).

It appears that the three treatment variables have the highest impact on administrators' perception of their effectiveness in the competency supervision and evaluation. A reasonable argument for this may be that supervision and evaluation have traditionally received substantive attention in Maine through formal course requirements for administrators. Additionally, the role of school administrator as a supervisor of personnel and the legal responsibility of administrators for staff evaluation provides daily practical application and may suggest that familiarity with this competency lends itself to the three variables having a higher impact upon administrator perceptions.

The effective instruction component may also suggest a

trend; however, the three mean scores are so limited in variance from the moderately effective category that any suggestion of an explanation might be premature. This area certainly lends itself to further discussion with a larger sample.

The three competency areas that appear to have a low variable effect on administrators' perceptions of their effectiveness are school finance, federal and state law, and exceptionality, respectively.

The impact of the needs assessment treatment on school finance may be explained by the fact that this area has traditionally been addressed through formal coursework and on-the-job-training. The mentor variable, clearly the higher of the three in school finance may be due to the fact that budgeting procedures in Maine differ between municipalities, SADs, and unions, and the knowledge of finance needs to be individualized to meet the unique functions of each school unit.

In the competency area, federal and state law, there was a low effect with the variable mentoring. A reason for this finding might be that skill development in this area has traditionally been met through coursework and daily application. Thus, a new approach influencing competency might not be readily accepted by practicing administrators at this time.

The most variant competency among the three treatment variables was exceptionality. The mentor variable appears to have the least impact on administrators' perceptions of their effectiveness. In fact, it had the lowest mean score of the twelve competencies. A possible explanation is that

exceptionality is a new skill expectation for all administrators, excluding special education directors, and the difference in level of expertise between mentor and certification candidate was most probably negligible.

It is apparent that this study had significant limitations with respect to sample size, clarity of operational definitions and possible resulting ambiguity in the questionnaire. Because this project continues to be a Works-In-Progress activity, and the researchers intend to conduct a state-wide examination of administrator perceptions related to the three treatment variables, it will be necessary to address several key questions before the next round. For example, is there a need to provide clearer operational definitions for the three treatment variables - needs assessment, action plan, and mentoring? What additional demographic data is necessary to identify respondent differences and similarities? How large must the sample population be to legitimize the variance between and within treatment variables? And, how valid are the indicators within each competency area as they relate to the research question?

It is anticipated that this study will be replicated state-wide in the fall of 1989. The findings should assist policy makers in examining the value of the support system paradigm as it relates to the effectiveness of Maine's school administrators.

REFERENCES

Daresh, J. (1986, Oct.). Coming on board: Characteristics of the beginning principalship. Paper presented at the Annual Meeting of the Midwestern Educational Research Association, Chicago. (ERIC Document Reproduction Service No. ED 275 048).

Estler, S. and Carr, J. (1986, Nov.) Administrative Competencies and Enabling Skills: A Summary of the Responses of Maine Administrators in Decentralizing Maine Administrator Certification (pp. 99-103). Hampton, NH: RMC Research Corp.

Hanny, R. (1987, Jan.) Use, but Don't Abuse, The Principles of Instructional Effectiveness. Clearing House, 60, 209-11.

Hughes, L. (1984) The Elementary Principal's Handbook: A Guide to Effective Action. Second Edition. Newton, MA: Allyn and Bacon.

Kline, W. (1985, Nov.) A collegial model for building effective school leadership. Paper presented at the Annual Meeting of the National Council of States on Inservice Education, Denver. (ERIC Document Reproduction Service No. ED 288 245).

McKernan, J. (1988, Jan.) Performance report on Maine's public schools. The Maine Department of Educational and Cultural Services, Augusta

Nolan, M. (1987, April) The first year: Women in the principalship. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, (ERIC Document Reproduction Service No. ED 284 326).

Nottingham, M. (1985, Feb.) Public and professional expectations for an effective educational leader. Paper presented at the annual meeting of the American Association of School Administrators, Atlanta (ERIC Document Reproduction Service No. ED 257 213).

Pavan, B. (1987, win.). Mentoring certified aspiring and incumbent female and male public school administrators. Journal of Educational Equity and Leadership, 7, 318-31.

Rogus, J. and Drury, W. (1988, May). The administrator induction program: building on experience. NASSP Bulletin, 72, 11-16.

Wishcamper, C. (1987, Mar.) An act to provide for state certification of school administrators. Testimony presented at the spring meeting of the State Board of Education. The Maine Department of Educational and Cultural Services, Augusta.

APPENDIX A

John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF
EDUCATIONAL AND CULTURAL SERVICES
Telephone (207) 289-5800

Dear Colleague:

In 1984, the Maine Legislature passed a comprehensive Educational Reform Act that provided significant changes in the certification laws for administrators. The focus of the new statutory requirements called not only for increased academic and professional standards, but also the creation of locally-based support systems for both teachers and administrators.

The following survey represents a research effort designed to ascertain the impact of support systems and their three key components (needs assessment, action plan, and mentor) on administrators and their perception of their effectiveness with respect to the twelve competency areas. The measure of effectiveness has been built on twelve competencies which research has indicated are generic to administrator positions.

The current literature is replete with information promoting the value of peer support in educational settings. An analysis of Maine's program should provide valuable insight with respect to the impact of the mandated support system program on the effectiveness of administrators. Maine's support system draws heavily upon a collegial assistance model which is similar to the mentoring programs cited in the literature for new administrators. According to Klein (1985), there is no evidence to conclude that mentoring programs improve instructional leadership, although there is a general improvement in both morale and professional development. Additional research is necessary before the value of such programs can be accepted as an essential professional development practice.

SURVEY DIRECTIONS

On the following survey, please rate your perception of the needs assessment experience, development of an action plan, and the colleagueship with your mentor as it relates to your effectiveness across the twelve competency areas and accompanying indicators. Please be sure to include a number value in EACH space, i.e. needs assessment, action plan, and mentor, and in all categories on the survey. Additionally, please provide any

State House Station 23, Augusta, Maine 04333 — *Offices Located at* the Education Building
An Equal Opportunity Employer

appropriate narrative comment as it relates to each competency area, indicating your perception of the support system process relative to that specific area. In research, anonymity is often an issue. Please be assured that your responses will be kept in strict confidence and the data will be reported in summary form. In addition, we request that you do not put your name on the questionnaire to further assure the issue of confidentiality.

The data generated will be collated initially to determine how support system components impact any or all of the competency areas. The data will be presented as part of a discussion at the spring conference of the New England Educational Research Organization. It is intended to be a preliminary assessment and baseline data for a future longitudinal research study.

We appreciate your participation in this project. Due to the small number of experienced administrators involved in the pilot regionalized administrator support systems project, it is critical for 100% participation on the survey. We would appreciate a response by March 27, 1989.

If you have any questions regarding this instrument, please do not hesitate to contact either of us.

Sincerely,

Wm. Richards

Dr. William H. Richards
Associate Commissioner
Bureau of Instruction
(289-5918)

Mary Robinson

Dr. Mary E. Robinson
Director
Certification and Placement
(289-5944)

MER/pn

Enc.

John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF
EDUCATIONAL AND CULTURAL SERVICES
Telephone (207) 289-5800

TO: Administrator Survey Participants

FROM: Dr. William H. Richards and Dr. Mary E. Robinson

DATE: March 10, 1989

RE: Survey Response

Enclosed is a self-addressed, stamped postcard. When you have completed and returned the Administrator Survey mailed on March 6, we would appreciate it if you would place your name on the back of this card and mail it to our office. Although confidentiality will be maintained, it will be important to know which individuals have responded to our survey.

Additionally, we have enclosed another copy of the survey for your convenience. Again, we would like to thank you for your participation in this survey.

MER/pn

Enc.

State House Station 23, Augusta, Maine 04333 — *Offices Located at* the Education Building
An Equal Opportunity Employer

SUPPORT SYSTEM EFFECTIVENESS QUESTIONNAIRE

Key: 3 = High Effect 2 = Moderate Effect
1 = Low Effect 0 = No Effect

* *

		Needs Assessment	Action Plan	Mentor
1.	Community relations			
a.	Maintain open lines of communication with the community			
b.	Encourage community members to participate in the life of the school as volunteers and in special programs			
c.	Listen to community opinion			
d.	Articulate the importance of education in the community			
e.	Communicate effectively verbally and in writing			
f.	Spread the good news of school accomplishments			
	Comment:			
2.	School finance and budget			
a.	Understand the district budget and its implications for the local school			
b.	Prepare timely and complete school and system budgets			
c.	Manage the program within the allocated resources			
d.	Interpret the budget priorities and constraints to the school staff and to the community			
e.	Understand the district accounting system			
f.	Understand the funding of school (state subsidies)			
g.	Find alternatives to school funding in such areas as Innovative Grants, Foundations, and Trust Funds			

Comment:

	Needs Assessment	Action Plan	Mentor
3. Supervision and evaluation of personnel			
a. Assess performance of school personnel			
b. Provide a climate for the personal and professional growth of teachers			
c. Show respect for the professional autonomy of classroom teachers by protecting them from outside interference and by backing then in difficult situations			
d. Help school personnel improve their performance through frequent communication and in-service training			
e. Learn about what teachers are attempting to do in the classroom so as to be able to serve as a fair and knowledgeable evaluator			
f. Display effective supervisory skills, including observing teaching and conferencing with staff			
g. Understand legal procedures in disciplinary, non-renewal, and dismissal cases			
Comment:			
4. Federal and state civil rights and education laws			
a. Implement school policies that are consistent with the law, with Board policy, and with contractual agreements, and follow due process with both students and staff			
b. Determine whether school/system policies are legally and educationally sound			
c. Remain abreast of federal and state civil rights and education laws			
d. Communicate changes in civil rights and education laws to the community			
e. Know how to administer negotiated agreements			
f. Understand the collective bargaining process			
g. Seek legal and technical assistance when needed			

Comment:

	Needs Assessment	Action Plan	Mentor
5. Organizational theory and planning			
a. Make long- and short-range goals, and implement them			
b. Use effective time-management principles to establish priorities and carry out goals			
c. Where appropriate, use participatory decision-making to accomplish the mission of the school			
d. Recognize the contributions of staff and community members			
e. Promptly communicate relevant information to the school and community			
f. Base program decisions on research			
g. Maintain confidentiality with staff and student data			
h. Use and train volunteers			
i. Supervise the operation and maintenance of the physical plant			
j. Implement emergency, safety, and health procedures			
Comment:			
6. Educational leadership			
a. Understand personal leadership style, with its particular strengths and weaknesses			
b. Identify supporting individuals to complement my abilities			
c. Use a participatory style of leadership by sharing with the staff control over important educational decisions			
d. Be collaborative in establishing rules			
e. Communicate policies clearly and implement them consistently			
f. Foster open, accepting, honest relationship among staff			
g. Provide discipline that is perceived by students and teachers alike as being fair, with both punishments and rewards being given out in an even-handed fashion			
h. Help set the tone of the school as an orderly, purposeful, and pleasant place to be			
i. Communicate openly, listen actively, and encourage others to do the same			
Comment:			

	Needs Assessment	Action Plan	Mentor
7. Educational philosophy and theory			
a. Communicate a vision of the school/system's educational philosophy based on publicly-articulated values			
b. Demonstrate a clear set of educational goals			
c. Establish ways for these educational goals to be a continuous source of motivation for staff, for the students, and for the community			
d. Mold the instructional program and learning objectives to the educational goals by shaping activities to support them			
e. Demonstrate to the community a philosophy of life-long learning			
f. Read and discuss with teachers research on educational philosophy and theory			
Comment:			
8. Effective instruction			
a. Model high-level expectations for self, students, and staff			
b. Establish incentives for student learning, such as honor rolls, honor societies, award ceremonies, certificates of achievement, recognition in school and local publications			
c. Encourage teachers to use appropriate instructional support services such as counseling, remediation, and special education			
d. Establish specific goals for improving the effectiveness of instruction:			

Comment:

	Needs Assessment	Action Plan	Mentor
9. Curriculum development			
a. Understand curriculum design, development, and evaluation			
b. Develop with staff a written K-12 curriculum based on a continuum of learning			
c. Establish measurable learning objectives in the curriculum			
d. Monitor teaching and testing data to ensure that curriculum objectives are being met			
e. Collaborate with the staff and the community to develop and review the system-wide curriculum			
f. Support the curriculum with adequate time, money, material, and personnel			
g. Promote excellence by establishing high expectations and striving for mastery levels of achievement			
h. Encourage relevant student extra-curricular activities			
Comment:			
10. Staff development			
a. Participate directly in staff development sessions, including making presentations			
b. Share new ideas with teachers			
c. Collaborate with teachers to help solve problems			
d. Use constructive criticism to help teachers do a better job			
e. Promote healthy self-concepts and high morale in staff through encouragement and support			
f. Transmit to the staff and through the staff to the students, that the school holds high performance expectations			
g. Encourage and recognize good work and show determination to remedy slack performances, through staff meetings and in consultation with individual teachers			
h. Develop sanctions, supports, and rewards for teacher improvement efforts			
i. Publicly recognize effective teaching			
j. Reward and encourage good teaching by providing assistance, juggling schedules so teachers can work together, and arranging access to and credit for outside classes			
k. Offer teachers informal and frequent pats on the back			
l. Praise teachers' accomplishments to others			
Comment:			

		Needs Assessment	Action Plan	Mentor
11.	Teaching the exceptional student in the regular classroom			
a.	Understand exceptionalities and their characteristics			
b.	Be familiar with various learning styles and appropriate instructional strategies for each			
c.	Understand applicable state and federal laws and regulations governing exceptionality			
d.	Know the criteria for eligibility in special education services			
e.	Understand the special education process from referral to program entry			
f.	Implement an effective behavior-management program			
g.	Be familiar with due process procedures			
	Comment:			
12.	Knowledge of the learner and the learning process			
a.	Read and report on recent educational research			
b.	Join teachers in studying and planning for instructional improvements			
c.	Keep abreast of and promote current methods of effective teaching and learning			
d.	Encourage teachers to use positive rather than negative reinforcement with students			
e.	Reduce the number of non-instructional interruptions in the classroom			
f.	Apply research in child and adolescent development			
g.	Communicate to students that the school is a pleasant place to be and a serious place to work			
h.	List own "golden rules" for helping students learn			

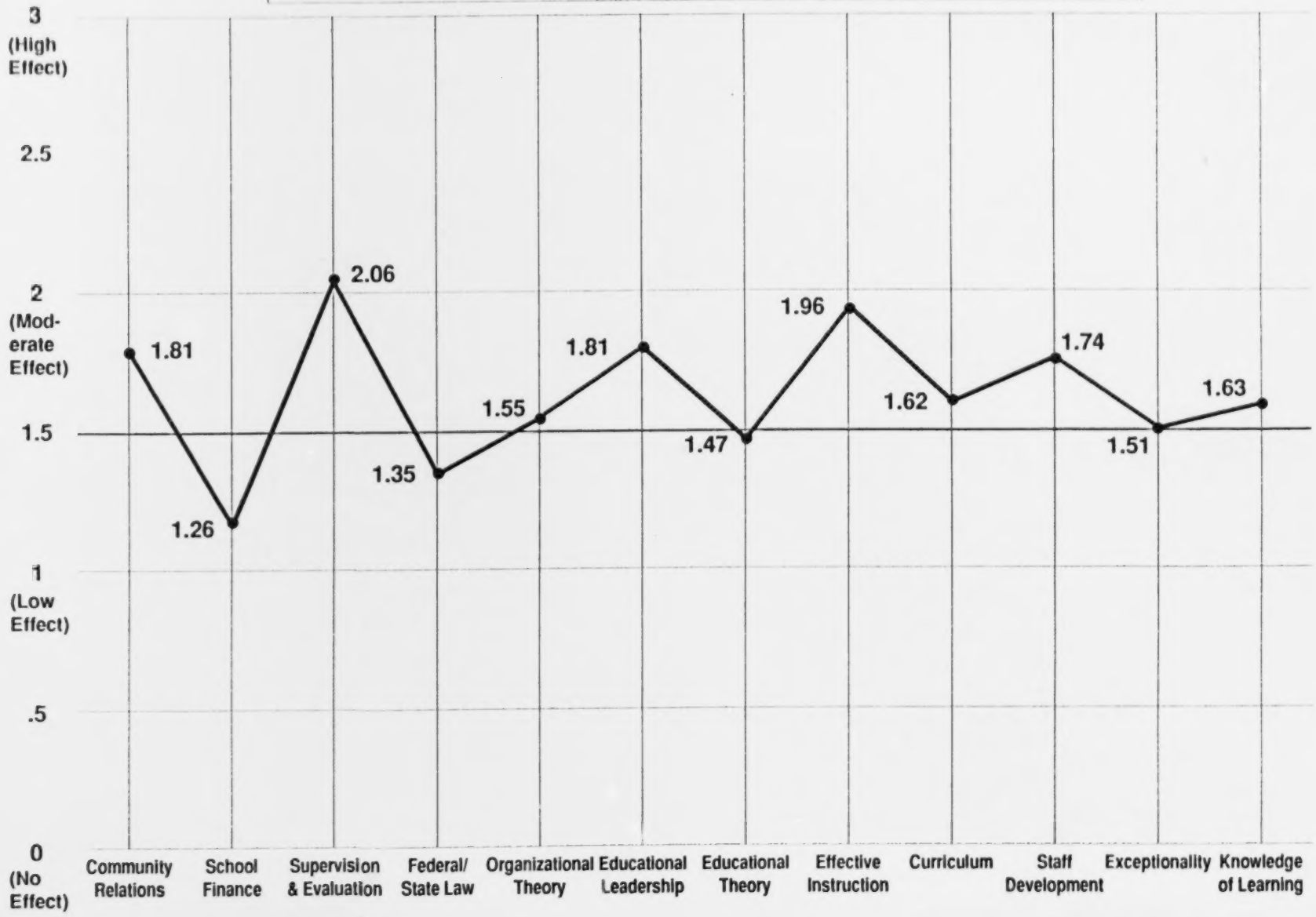
Comment:

APPENDIX B

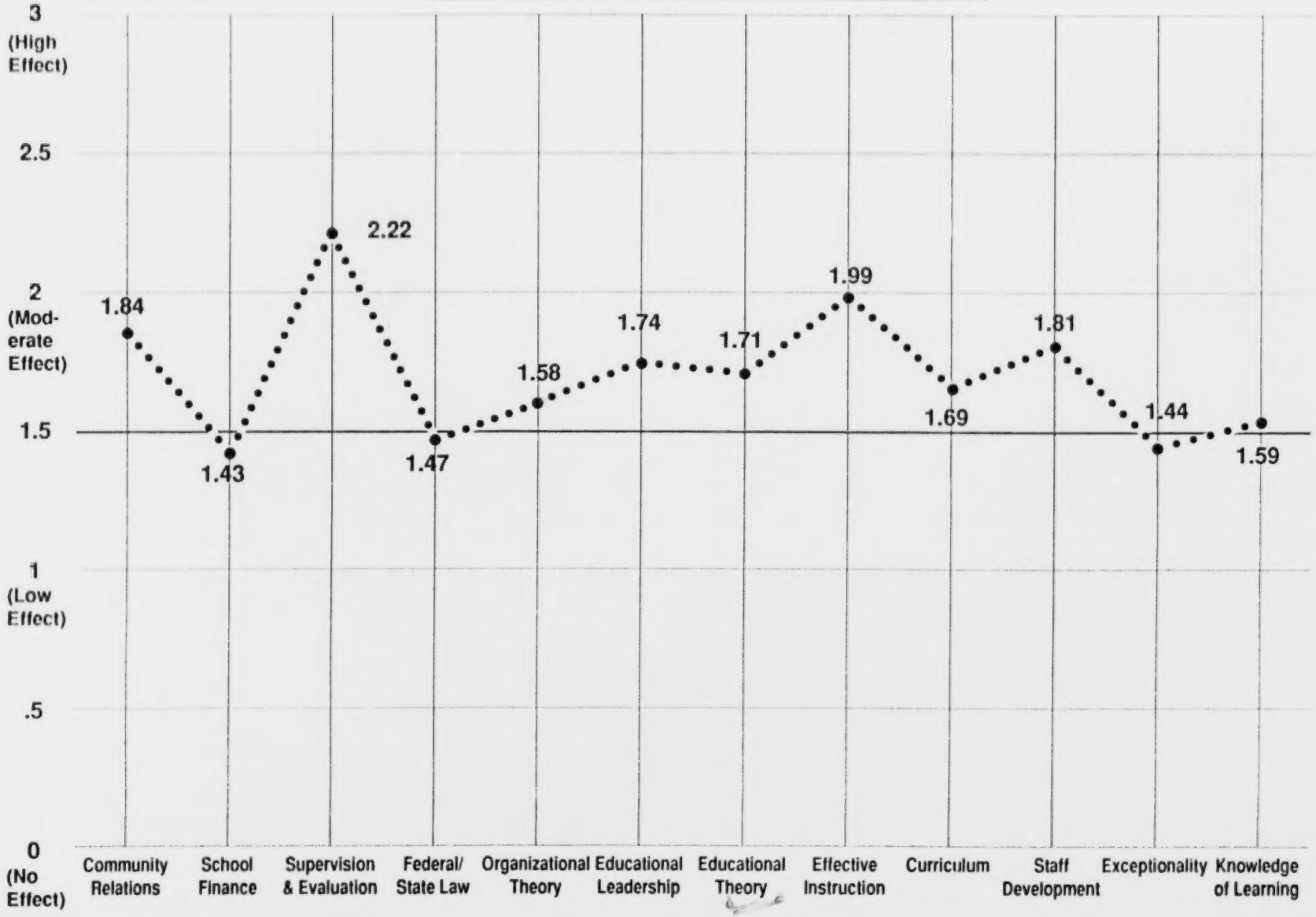
Mean Scores by Treatment Variable of the Twelve Competency Areas

Mean Score = $\overline{X}$ N = 16	TREATMENT VARIABLE		
COMPETENCY AREA	Needs Assessment	Action Plan	Mentor
Community Relations	1.81	1.84	1.47
School Finance	1.26	1.43	1.61
Supervision & Evaluation	2.06	2.22	1.93
Federal/State Law	1.35	1.47	1.29
Organizational Theory	1.55	1.58	1.63
Educational Leadership	1.81	1.74	1.87
Educational Philosophy/Theory	1.47	1.71	1.66
Effective Instruction	1.96	1.99	1.90
Curriculum	1.62	1.69	1.62
Staff Development	1.74	1.81	1.75
Exceptionality	1.51	1.44	.99
Knowledge of the Learning Process	1.63	1.59	1.55

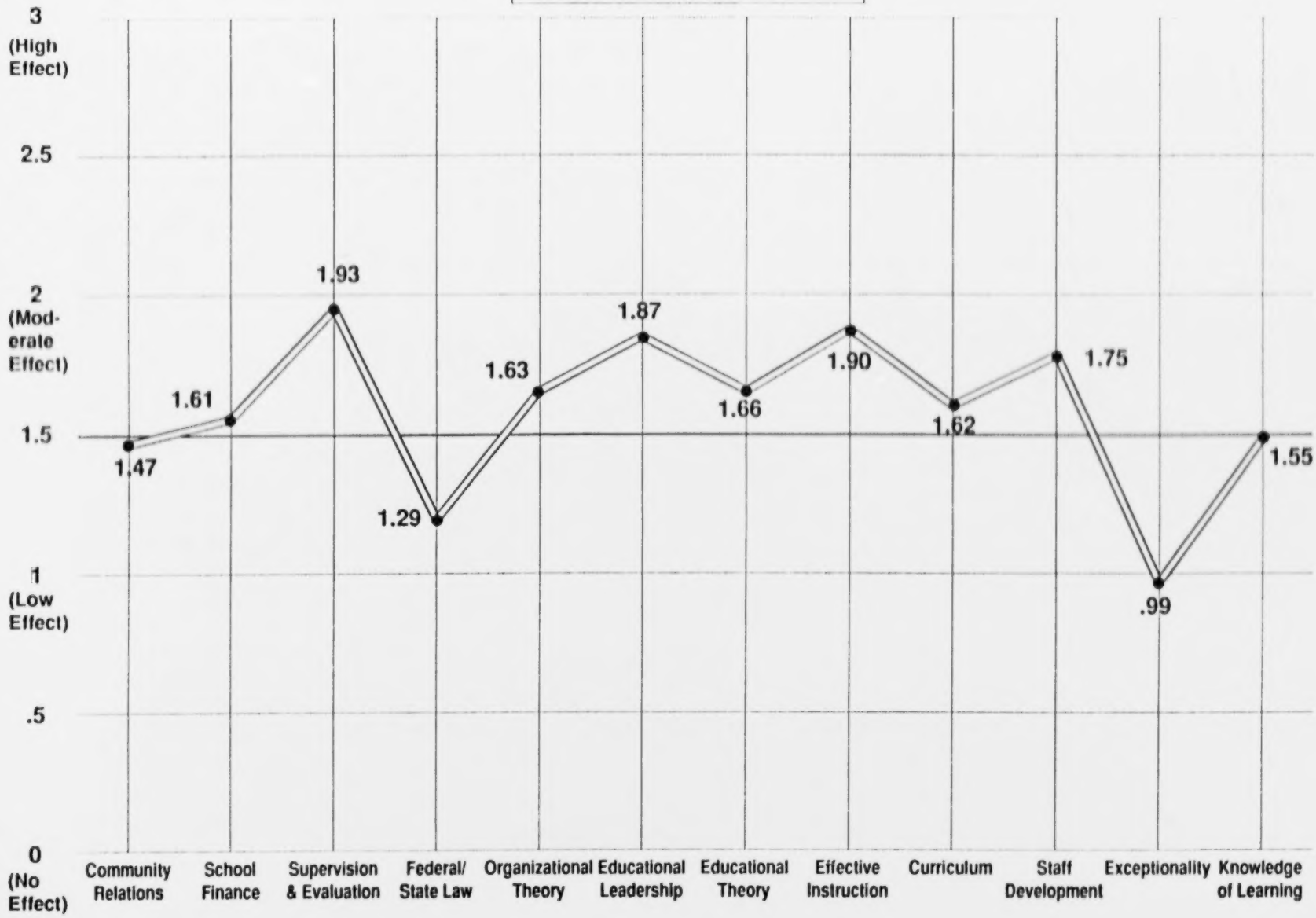
Needs Assessment

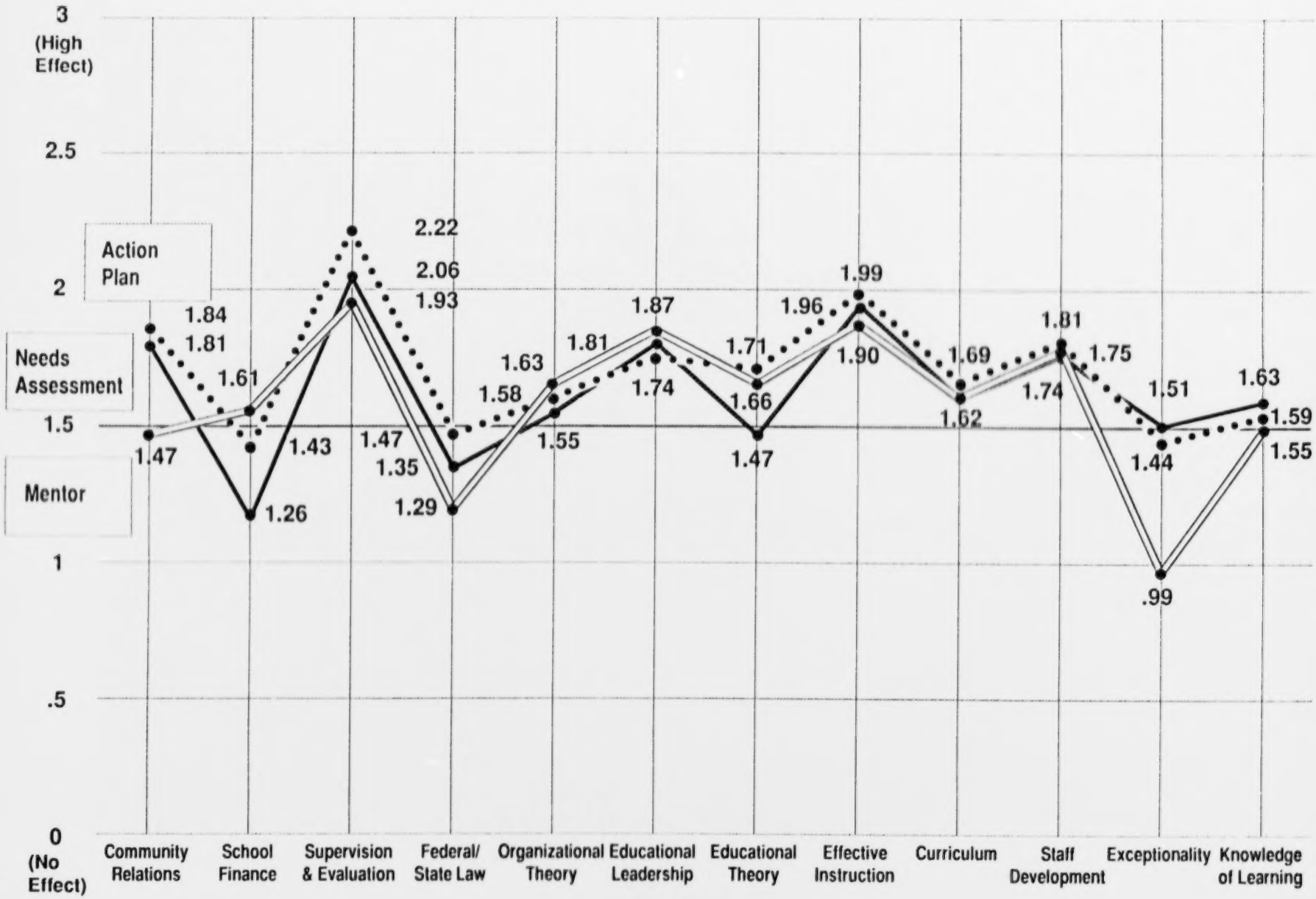


Action Plan


3 (High Effect)
2.5
2 (Mod-erate Effect)
1.5
1 (Low Effect)
.5
0 (No Effect)
1.84
1.43
2.22
1.47
1.58
1.74
1.71
1.99
1.69
1.81
1.44
1.59
Community Relations
School Finance
Supervision & Evaluation
Federal/ State Law
Organizational Theory
Educational Leadership
Educational Theory
Effective Instruction
Curriculum
Staff Development
Exceptionality
Knowledge of Learning

Mentor


3 (High Effect)
2.5
2 (Moderate Effect)
1.5
1 (Low Effect)
.5
0 (No Effect)
1.47
1.61
1.93
1.29
1.63
1.87
1.66
1.90
1.62
1.75
.99
1.55
Community Relations
School Finance
Supervision & Evaluation
Federal/ State Law
Organizational Theory
Educational Leadership
Educational Theory
Effective Instruction
Curriculum
Staff Development
Exceptionality
Knowledge of Learning


3
(High
Effect)
2.5
2
1.5
1
.5
0
(No
Effect)
Action
Plan
Needs
Assessment
Mentor
1.84
1.81
1.47
1.61
1.26
1.43
2.22
2.06
1.93
1.47
1.35
1.29
1.63
1.58
1.81
1.55
1.87
1.74
1.71
1.66
1.47
1.96
1.99
1.90
1.69
1.62
1.81
1.75
1.74
1.51
1.44
.99
1.63
1.59
1.55
Community
Relations
School
Finance
Supervision
& Evaluation
Federal/
State Law
Organizational
Theory
Educational
Leadership
Educational
Theory
Effective
Instruction
Curriculum
Staff
Development
Exceptionality
Knowledge
of Learning